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ABSTRACT

Both humanity and nature have suffered greatly from human insensitivity. Not only are the natural resources of the earth being depleted and its air, land and water polluted, the financial resources of humanity are being wasted on destructive expenditures. The "Our Only Earth" series is an integrated science, language arts, and social studies problem solving program for grades 4-12 that addresses six different global issues. The units are designed to provide students with knowledge and skills to address these major global issues actively. The unit presented in this document addresses the problems associated with the global effects of poverty, hunger and overpopulation around the world. This document includes information to assist teachers in organizing and directing students in their activities. This teacher's guide includes a unit overview, instructions on how to collect information through letter writing (including addresses for appropriate organizations), a set of fact cards, instructions for a scavenger hunt, two classroom activities, instructions for a geography activity, instructions for research and independent study, and materials for a youth summit on global poverty, hunger, and overpopulation. Additional materials included in this packet are a discussion and chart of instructional techniques and thinking skills used in the unit, a glossary of terms and a bibliography of 67 books, articles, other resources, and games on global poverty, hunger, and overpopulation. (CW)

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ED334065

OUR ONLY EARTH SERIES

Our Divided World:
Poverty, Hunger & Overpopulation

GROSSER OCEAN
NÖRDLICHE HEMISPHÄRE
Westseite
Ostseite
SÜDLICHE HEMISPHÄRE
Ostseite
Westseite

A CURRICULUM FOR
GLOBAL PROBLEM SOLVING.
ONE OF A SERIES.

ZEPHYR PRESS

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OUR ONLY EARTH SERIES

A CURRICULUM FOR GLOBAL PROBLEM SOLVING

Our Divided World:
Poverty, Hunger & Overpopulation

An integrated curriculum that explores real life issues, culminating with a SUMMIT where students seek solutions to global problems and create action plans. This versatile program is ideal for grades 4th–12th, or as a format for community and regional forums.

Our Troubled Skies
The Future of Our Tropical Rainforests
Our Divided World: Poverty, Hunger & Overpopulation
War: The Global Battlefield
Endangered Species
Oceans

By MICKI McKISSON and LINDA MacRAE-CAMPBELL

OUR ONLY EARTH

A CURRICULUM FOR GLOBAL PROBLEM SOLVING

Our Divided World:

Poverty, Hunger & Overpopulation

- One in a Series of Six Non-Sequential Units
- For Grades 7-12 • Small or Large Groups
- One Month to One Year Course of Study
- Each Unit Follows the Same Format

Our Troubled Skies
The Future of Our Tropical Rainforests
Our Divided World: Poverty, Hunger & Overpopulation
Endangered Species: Their Struggle to Survive
War: The Global Battlefield
The Ocean Crisis

Zephyr Press • Tucson, Arizona

By MICKI McKISSON and LINDA MacRAE-CAMPBELL

3A

"There shall be peace on earth but not until
All children daily eat their fill
Go warmly clad against the winter wind
And learn their lessons with a tranquil mind
And thus released from hunger, fear and need
Regardless of their color, race or creed
Look upward smiling to the skies
Their faith in life
Reflected in their eyes."
United Nations Women's Guild

Our Divided World—Poverty • Hunger • Overpopulation
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We especially appreciate the support and encouragement of our families and friends throughout the creation of these materials. We also want to acknowledge the efforts of people around the world who are seeking ways to appropriately care for humanity and for our only Earth.

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Note: Every *teacher information* section gives an explanation to the corresponding reproducible student activity.

Our Only Earth Series

The Chinese ideograph for the word *crisis* is made up of two words: danger and opportunity. Currently, there are many threatening global issues and diverse opinions as to how to address them. For example, Noel Brown, director of the United Nations Environmental Program, urges immediate action, stating that the earth has approximately 4000 days before it is irreparably polluted. Another view, held by physicist and author F. David Peat, states that individuals need to learn to think systemically and reflectively before taking action.

It should be noted that the intent of the *Our Only Earth* materials is to provide students with knowledge and skills to actively address major global issues. We feel that exciting opportunities exist for resolving pressing social and environmental problems when students are educated about real-life issues, have the tools to address them, and have the desire to act to improve the lives of others and the health of the planet.

Humanity and the environment have suffered greatly from our own insensitivity. To insure our survival and the survival of all forms of life, it is necessary to establish an ethical relationship with others and the planet we share.

Our Only Earth is an integrated science, language arts, and social studies problem-solving program consisting of eight classroom activities. Each of the units in the series follows the same format. These activities can extend from one month of study to an on-going year-long process. Students enthusiastically embrace the lessons because the instructional strategies are so varied and appeal to learners of all ages and types.

Students enjoy the *Our Only Earth* series also because real-life issues are addressed and solutions proposed. This program provides information which is aimed at strengthening students' skills, enabling them to contribute positively to their world.

Introduction

Both humanity and Mother Earth have suffered greatly from human insensitivity. Not only are we rapidly depleting the planet's resources and polluting its air, land, and water, we also waste our financial resources on destructive expenditures. Current global trends reveal the unhealthiness of our planet and our priorities:

- According to Dr. Norman Myers, one species a day is becoming extinct. This rate is expected to accelerate to one species every 15 minutes by the year 2000.
- Myers also states that every year 40 million people die from starvation and hunger-related diseases, half of them children. This is equivalent to more than 300 jumbo jet crashes every day.
- Tropical rain forests comprise only 8% of the earth's surface but contain 40% to 50% of all known species of life. Tropical forests play an important role in regulating global climate and provide an abundance of resources to all of humanity. Yet, according to Walter Corson, if present trends continue, most of the world's tropical forests will be gone by the year 2000.
- Scientists predict that various forms of air pollution may cause global temperatures to rise, the oceans to expand and flood coastal lowlands, interrupting natural food chains, and cause widespread skin cancer among humans.
- According to Lester Brown, in 1988 the world spent more than $100 million each hour on global military expenditures.
- A 1988 article in *Nature Scope* explains that every year fourteen billion pounds of trash are dumped into the oceans. Oil spills, industrial waste, agricultural chemicals, and human pollution relentlessly choke our oceans and marine life.

These statistics are frightening and depressing. When we first began to develop this global education program, we were shocked at the dilapidating state of our planet. We grew apprehensive over the increasing potential for devastation were these problems allowed to escalate. All in all, the prospects seemed dim. Yet, in watching students tackle these monumental global issues—overwhelming to us—our hope was restored. Students, fourth through twelfth grade, once acquainted with this program, developed solid action plans addressing the major global challenges of today.

A few of the students' recent solutions include:

- creating an Animal Congress for animal rights.
- drafting the *Youth Declaration for the Future* which requests that governmental priority be given to global issues
- writing letters protesting deforestation
- adopting a humpback whale
- developing church, school, and community forums
- writing letters to newspapers about global concerns
- picking up litter at parks and beaches

Our fears were quelled by hope as students grew confident in their ability to make a difference in their world, for their world. A seventh grade girl named Emma Wilson stated:

> *"These problems have been left to us. We are the ones who will make a difference. We are the future and we do care."*

Your students will also gain knowledge about a particular area of global concern; they will learn a problem-solving process that addresses an issue of great magnitude and ideally, they will be roused to action. The legacy of a polluted environment with crippling social problems will be inherited by our students, who, with help from the *Our Only Earth* series, will gain the knowledge, skills, and hopefully, the desire to appropriately care for our Earth. All kingdoms of life will benefit.

Note: Sources for the facts mentioned on the previous page can be found in the bibliography.

Various Instructional Techniques

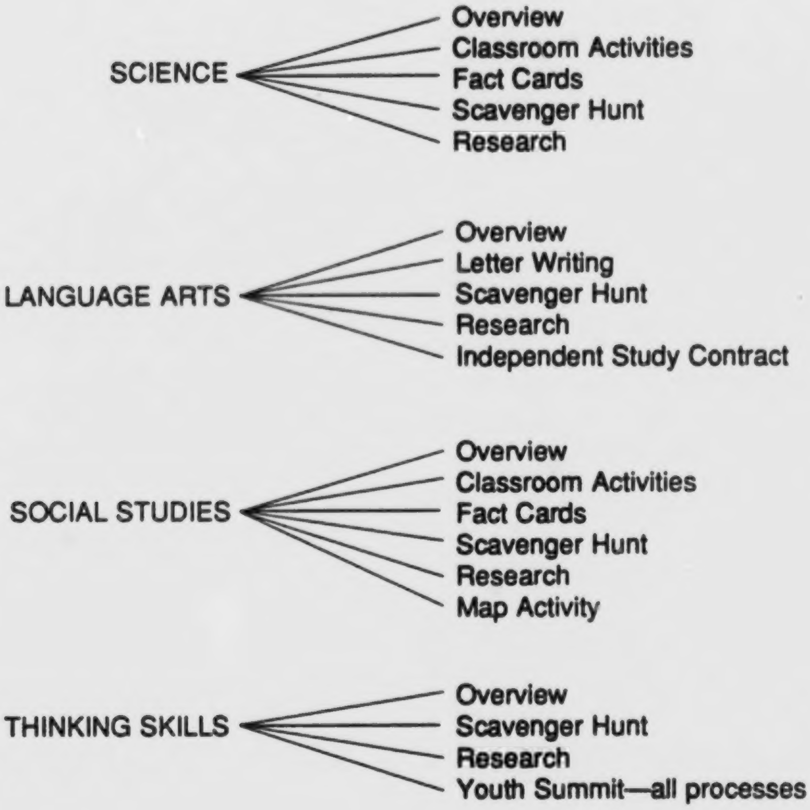
Not only are the global topics timely and important, but they will incite enthusiasm in your students. The activities, developed by award-winning teachers and field-tested by elementary and secondary students, are first and foremost FUN! Students will enjoy the dynamic and varied learning activities. You, as the instructor, will appreciate the care and thoroughness that went into the preparation of these lessons for use in your classroom.

A variety of instructional strategies are used in classroom activities in order to appeal to all types of learners. Several concrete and experiential learning processes engage the bodies, minds, and feelings of students. Kinesthetic, visual, and auditory functions are stimulated to maximize the learning potential of each student. The lessons provide opportunities for them to work independently as well as cooperatively in small and large groups. Critical and creative thinking skills are incorporated into the activities to engage students in higher levels of thinking. A creative problem-solving stategy is implemented to help students approach the issues at hand. The chart on the following page depicts the variety of instructional strategies and higher level thinking skills which are included in *Our Only Earth* activities.

INSTRUCTIONAL STRATEGIES & THINKING SKILLS IN *OUR ONLY EARTH*

	Overview	Letter Writing	Classroom Activities	Accelerated, Cooperative Learning: Nothing but the Facts	Scavenger Hunt	Where in the World Map Activity	Self-Directed Learning	Global Problem Solving: The Summit
Learning-to-Learn Skills	X	X			X	X	X	X
Memory Skills	X			X				X
Kinesthetic Activites			X	X	X		X	X
Visual Activities	X		X	X	X	X	X	X
Creative Thinking Skills	X		X	X	X		X	X
Critical Thinking Skills	X	X	X	X	X	X	X	X
Problem Solving		X		X	X	X	X	X
Cooperative Learning	X			X	X	X		X
Research Skills	X	X	X	X	X	X	X	X
Communication Skills	X	X		X	X	X	X	X
Engaging Feelings	X		X					X

In addition to a variety of instructional strategies, the enclosed lessons also provide an integrated learning experience which incorporates science, language arts, social studies, and thinking skills. The following chart shows the integration between subject matter and lessons and activities of *Our Only Earth:*


SCIENCE
Overview
Classroom Activities
Fact Cards
Scavenger Hunt
Research
LANGUAGE ARTS
Overview
Letter Writing
Scavenger Hunt
Research
Independent Study Contract
SOCIAL STUDIES
Overview
Classroom Activities
Fact Cards
Scavenger Hunt
Research
Map Activity
THINKING SKILLS
Overview
Scavenger Hunt
Research
Youth Summit—all processes

The Sequence of Our Only Earth

Our Only Earth has been carefully structured for both the student and the teacher. Study of the global problem begins with a brief survey, followed by in-depth information and independent research, culminating with a problem-solving process where students conduct their own Youth Summit. At the Summit, the students search for solutions and create action plans to approach the global issues.

In the Teacher's Guide, you'll note explanations for each student activity. The lessons in *Our Only Earth* are intended to be used as guidelines. Your creativity is encouraged, so please use these materials as a springboard for developing your own classroom activities.

The Overview

The students begin with an Overview of the issue. The Overview serves as a quick appraisal of the global issue and discloses important facts as to WHY this topic is worthy of study. Since the Overview shares poignant information, the students often become emotionally engaged in the topic. If students feel overwhelmed or fearful, as we initially did, reinforce the point of studying this issue—to improve environmental or social conditions. To do this, it is necessary to be informed.

Letter Writing

Next, students will write letters to organizations requesting information about the particular global problem at hand. This activity serves two main purposes: to introduce students to formal letter writing, and to provide them with up-to-date information on the topic.

Classroom Activities

Students, as a class, will then have hands-on experience to personally explore aspects of the global issue. Because of the experiential nature of these activities, the students should be motivated to study further for the next activity.

Nothing But The Facts!

This is a cooperative and accelerated learning activity that teaches facts and information about global problems. Students are divided into small groups. Everyone receives a fact card and teaches the three facts on the card to their group. Next, the group prepares a dynamic mini-presentation to teach their facts to the whole class. When this lesson is complete, the students will have learned a wealth of information about their global challenge.

Scavenger Hunt

Prepare for your students to go wild with excitement over this activity! The students will be gathering additional information on their topic through a scavenger hunt method. Again, the students will work in small groups and then share the data they have gathered with the whole class.

Where In The World.........?

This is an enjoyable map activity. Students locate acute problem spots on a world map, pinpoint the coordinates, and identify the regional areas involved.

Research and Independent Study Contract

Now that your students have gathered an abundance of information, they are ready to identify one aspect of the problem and pursue it through independent research. To help facilitate this individualized research, each student will complete a contract. You will then be able to log each student's progress, as well as help your class move towards the most valuable type of educational experience—self-directed learning.

The Youth Summit

Here the students will actively meet in groups to share what they have learned, to decide upon a specific problem they want to solve, and to create a plan of action. This problem-solving process is the highlight of the entire unit. At the Summit, students are asked to make positive contributions to the world. Activating the students' plans may, for some, take a short period of time, or in other cases, depending on the particular commitment, may take longer.

As your students progress through *Our Only Earth,* you will undoubtedly notice many significant attitude changes. They grow aware of the delicate global environment we live in. They develop a sense of responsibility towards others. Often there is a commitment to become a caretaker for the planet. Here is what some students have to say after participating in *Our Only Earth* Programs:

"We are the ones doing this to ourselves and we can learn to stop."
Sue Ann Martin, age 11

"I learned that I am not the only one out there who cares and that I have something to do for this polluted but wonderful world."
Misty Vichitnand, age 12

"After studying these problems, I learned to be more caring for the world. I see that we can be world changers."
Jason Schmidt, age 9

Note: As you photocopy activities for your students, remember that copier paper can be recycled too!

1 The Overview

Suggested Activities for the Global Issue Overview

(approximate time: 1 hour)

The Overview contains interesting information on your global challenge and will ready students for more in-depth information. The intent of the Overview is to provide your class with a quick survey of the main issues while piquing their curiosity and their desire to learn more.

One way to introduce students to the Overview is to first have them quickly brainstorm what they already know about the topic. They can do this individually or as a group. You may want to list or chart their information on the blackboard. Another option would be to list the information on an overhead sheet or on a piece of butcher paper so that students can refer back to their original suggestions and then add new information when needed.

Copies of the Overview are distributed after the discussion. Suggest your class read silently through the material once to pick up general information. For the second reading, have students note at least three facts that are particularly interesting to them. Ask the students to prepare to teach these three facts to a small group of students or to the whole class. Suggest they make visuals, a riddle, or a short poem to help teach the others. Give the students about fifteen minutes to prepare.

After the students have shared their three facts, ask the class for additional questions they might have about the global issue. You may want to suggest they consider questions asking **who, what, where, when, why and how.** As the students begin to share their questions, you may want to list them on the board or on a piece of butcher paper for future reference. Later, as the students progress through their studies, they may want to note answers they have found to their questions.

Overview of the Issue

Unfortunately, poverty and its resultant human misery are widespread. More than 400 million people in the world suffer from hunger, starvation, and malnutrition. Sickness and death result from hunger-related diseases. In Asia and Africa, as many as 100,000 children go blind each year from a simple vitamin A deficiency.

The poor live in crowded and impoverished conditions called squatter towns which surround most large cities in less developed countries. Whether they are named favelas in Brazil, barrios in Mexico, or shanty towns in India, such areas provide the most meager existence possible. In Guatemala City, there is a saying, "The dead live better than the poor." The manicured lawns and flower beds of a cemetery for the wealthy contrast sharply with the dwellings of the poor, which are made of corrugated metal and cardboard.

The numbers of poor are steadily increasing, especially in countries located in the Southern Hemisphere. Eighty percent of the estimated one billion poor live in India, Pakistan, and Bangladesh. Experts point to the widening gap between the rich countries of the North and the poorer countries of the South as one of the reasons poverty in Africa, Asia, and Latin America is on the rise.

Disparity (lack of equality) exists among the countries of the world and can best be illustrated by a nation's earning capacity. Nations in the Northern Hemisphere, with only 25% of the world population, produce 80% of the gross global product (GGP). In contrast, nations in the Southern Hemisphere, with 75% of the world population, claim only 20% of world income.

The less developed countries have frequently borrowed money from wealthier nations. The third world debt problem exploded in 1982. As a result, many poor nations were forced to slash imports as their funds dwindled and national debts increased. Nearly 25% of what these nations earn by selling their products goes to pay off their debts to foreign banks. This situation has worsened since there is less demand for the products exported by these countries and prices have dropped 30%. Adding to the debt problem is the fact that every 1% rise in U.S. interest rates, for example, adds about $4 billion to the debt of developing countries.

There is a sharp contrast in the GNP (gross national product) between industrialized and less developed countries. Third world debt, rising interest rates, and fewer export earnings are causing the gap to widen between these countries. The total earning capacity per person (GNP per capita) in Western Europe, Japan, and North America is forty times greater than in less developed nations.

Governments in Asia, Latin America, and Africa, in order to help pay off soaring national debts, have reduced spending on services most needed by the poor. The consequences of these actions are highlighted by UNICEF in its 1988 annual report entitled, "The State of the World's Children." The report indicates that many families in developing countries ". . . are sliding back into severe poverty after 40 years of progress."

Poverty is found not only in less developed countries like Ethiopia or Bangladesh. There is also a growing concern about poverty in cities in the Northern Hemisphere. Lack of adequate food, housing, and employment, as well as crime, violence, and drug addiction are some of the problems in the inner cities of Northern Hemisphere countries.

Nonetheless, whether in the Northern or Southern Hemisphere, the results of poverty are similar. Solving the problems associated with disparity requires global cooperation. It takes group and individual effort. Of course, foremost in finding solutions is the willingness of the fortunate to share with those who are not. UNICEF director James P. Grant believes that between now and the end of the century, we could transform the basic social conditions for the world's poor by spending one-half of one percent of all the money the world generates (gross global product). As the Chinese say, "Of all things, people are the most precious."

2 Letter Writing

Writing to Organizations for Information

(approximate time: 1 hour)

In order to gather current information on the global challenge, you will want to initiate a letter-writing activity to various organizations at the beginning of the unit. It often takes four to six weeks to receive information. However, the wait is well worth it, as the materials will provide relevant and up-to-date information. For a quicker response, depending upon your locality, you can also call organizations and ask them to send information.

To introduce this letter-writing activity, ask the class to consider questions they have about the issue at hand. Explain that writing letters to public and private organizations is an effective way of gathering information on a topic where data is continually changing.

Begin by providing students with copies of "Organizations to Write to for Information." Brainstorm with them about what elements to include in a letter that requests information. Assign groups, pairs, or individual students to contact an organization. You may want to suggest that they create an outline before writing. It's important for students to be specific in their requests for materials. Depending upon the age and ability level of your students, you may wish to format a sample letter.

Expect an abundance of information from these organizations.

Organizations to Write to for Information on Poverty

AMERICAN COMMITTEE FOR INTERNATIONAL CONSERVATION
(Wildlife Conservation)
c/o Roger McManus, Center for Marine Conservation
1725 DeSales Street, N.W., Suite 500
Washington, DC 20036
(202) 783-7800

FOOD AND AGRICULTURE ORGANIZATION OF THE UNITED NATIONS
via delle Terme
di Caracalla
I-00100 Rome
Italy

GLOBAL TOMORROW COALITION
1325 G Street, N.W., Suite 915
Washington, DC 20005-3104
(202) 628-4016

INTERNATIONAL CENTER FOR DEVELOPMENT POLICY
731 8th Street, S.E.
Washington, DC 20003
(202) 547-3800

INTERNATIONAL FOOD POLICY RESEARCH INSTITUTE
1776 Massachusetts Avenue, N.W.
Washington, DC 20036
(202) 862-5600

Note: Because these organizations may move before our annual Spring update, please see the *Encyclopedia of Associations* for the most current addresses.

POPULATION CRISIS COMMITTEE
1120 19th Street, N.W., Suite 550
Washington, DC 20036
(202) 659-1833

POPULATON RESOURCE CENTER
500 E. 62nd Street
New York, NY 10021
(212) 888-2820

U.S. ASSOCIATION FOR THE CLUB OF ROME
c/o Anitra Thorhaug
555 N.E. 15th Street, Penthouse H
Miami, FL 33132
(305) 361-1181

WORLD POPULATION SOCIETY
1333 H Street, N.W., Suite 760
Washington, DC 20005
(202) 898-1303

3 Fact Cards

Cooperative Learning With Fact Cards

On the following pages you will find fact cards about your global issue. What follows is a description of a cooperative learning activity that will, in one or two hours, introduce your students to a number of facts. Not only will the students cooperatively learn from each other, they will be exposed to a vast amount of material from this activity.

You will note that there are four categories of fact cards, each category with a total of eight cards, 32 in all. Divide your class into four groups of approximately eight students in each, or if you'd rather, divide them into approximately eight groups of four students each. Each group is then assigned one of the four categories to study.

After the categories are assigned and the student groups are physically arranged, each group then receives cards from one of the four categories. Each student takes one card which contains three facts. Students are then responsible for completing the following activities:

- Read the three facts on the cards. (approx. 5 minutes)
- Teach group members their three facts. (approx. 5-10 minutes)
- Learn the facts from the other group members. (approx. 5-10 minutes)
- Decide, as a group, on 8-14 facts to teach the rest of the class by preparing a class presentation. (approx. 20-30 minutes)
- Teach the group's facts to the other groups in the classroom so that all may learn from each other. (approx. 30-60 minutes)

When the students are teaching their facts to their own group and then to the rest of the class, they should be encouraged to be creative and interesting in their instruction. Inform the students that they can teach with the following methods:

- visuals, charts, diagrams
- poems, songs, or stories
- role play, games, or skits
- question-and-answer or riddle formats
- charades
- invent their own creative teaching strategies

Suggest to the students that they teach in ways that enable others to really learn the information, not just listen and forget!

When students are placed into their groups, some may wish to study another category. You can explain that when the activity is completed, everyone in the class will have learned about ALL of the topics. So even if they don't have their first choice, they will still have an opportunity to learn what interests them.

Age and Class Size Adjustment

It is easy to adjust the fact-card activity to fit a variety of age groups as well as a larger or smaller number of students. For fourth- through sixth-grade students, you may want to have them learn only one or two facts per card, then each group could teach fewer facts to the entire class. If you have fewer than 32 students, ask for volunteers who are willing to learn more than one card.

Evaluation of the Activity

Evaluation can occur in a variety of ways throughout this activity. Observing how students teach one another will indicate what was learned individually. Having the students list, draw, or reenact what they gleaned from their classmates will also demonstrate their knowledge. At the end of the presentations, you may want to ask students to list on paper at least ten facts they have learned.

Nothing but the Facts

OUR DIVIDED WORLD GENERAL INFORMATION:

1. Cities in "less developed countries," sometimes called LDC's, are undergoing a population explosion. Every day an estimated 75,000 poor people move to the cities.

2. However, the majority of these people move to squatter settlements that surround most large cities in less developed countries. Squatter settlements are called barrios in Mexico, favelas in Brazil, and shanty towns in India and Africa.

3. Sixty-seven percent of the entire population of Calcutta live in shanty towns.

OUR DIVIDED WORLD GENERAL INFORMATION:

1. Many people living in the cities in the Northern Hemisphere also live in poverty. Nearly 20 million Americans are underfed.

2. Hunger, unemployment, inadequate or no housing, drug addiction, crime, and violence are the major problems affecting inner cities in the Northern Hemisphere.

3. Tension between social and racial groups and lack of shelter are compounded by competition for the few jobs available in the inner cities of industrialized nations.

OUR DIVIDED WORLD GENERAL INFORMATION:

1. The world economy began to deteriorate in the 1970s. As a result, economic growth declined, inflation rose, and unemployment in industrialized countries increased.

2. The price of money increased steadily, causing developing countries to go further into debt.

3. Globally, the gross national product (GNP) per capita has not improved since the 1970s.

OUR DIVIDED WORLD GENERAL INFORMATION:

1. The "third world debt problem" exploded in 1982.

2. Many third world countries were forced to slash imports as their funds dwindled and national debts increased. In 1983, the seven major debtors in Latin America cut imports to more than 40% below 1981 levels.

3. In an attempt to earn money to pay off national debts, some developing countries resorted to subsidies to help their exports.

OUR DIVIDED WORLD
GENERAL INFORMATION:

1. The number of poor people in the world has steadily increased. Nearly 800 million people live on insufficient incomes; they are unable to provide for basic needs such as adequate food, shelter, health care, and education.

2. The nations in the Northern Hemisphere, with only a quarter of the world's population, produce 80% of the gross global product (GGP).

3. The Southern Hemisphere that contains three-quarters of the world's population claims only 20% of the world's income.

OUR DIVIDED WORLD
GENERAL INFORMATION:

1. Between 400 and 500 million people in the world are severly malnourished.

2. The number of people unable to grow enough food or earn enough money to buy food is likely to increase to more than 600 million by the year 2000.

3. Throughout the world, food production is increasing faster than the population and yet does not reach the people who need it the most. However, recent studies indicate that the population in some countries is greater than what their land can support.

OUR DIVIDED WORLD
GENERAL INFORMATION:

1. Fifteen to twenty million people die each year from hunger-related causes.

2. Three of every four people who die from hunger-related causes are children.

3. At least 100,000 children in Asia and Africa go blind each year. Blindness is caused by a vitamin A deficiency from inadequate diets.

OUR DIVIDED WORLD
GENERAL INFORMATION:

1. During the 1960s, aid given to developing countries was used to encourage rapid growth. Rapid growth plans included large-scale developmental projects which acted as a way to close the gap between rich and poor.

2. Since the early seventies, emphasis is placed on education, health care, and training programs for the poor.

3. However, the depression in the early 1980s forced less developed countries to cut social programs and imports, switching their focus to exports.

OUR DIVIDED WORLD GEOGRAPHY:

1. Brazil is a leader in third world development. Even so, it could take 362 years for Brazil to close its income gap with industrialized countries like the United States and Canada.

2. Mauritania is one of the poorest nations in the world. It would take this country 3,224 years to close the gap, if current trends continue.

3. Families living in industrialized countries spend 20 to 25% of their income on food. In many of the developing countries, the rural poor spend as much as 85% of their total income on food.

OUR DIVIDED WORLD GEOGRAPHY:

1. The average life expectancy in Mali is 30 years less than in Sweden.

2. Child mortality in Zambia is 20 times higher than in West Germany.

3. There is only one doctor per 17,500 citizens in Tanzania.

OUR DIVIDED WORLD GEOGRAPHY:

1. Brazil has the largest national debt in the world. In 1984, it owed $90 billion.

2. It is estimated, if current trends continue, it would take Brazil 362 years to pay off its debt.

3. Every 1% rise in U.S. interest rates adds about $4 billion to the debt of Brazil and other developing countries.

OUR DIVIDED WORLD GEOGRAPHY:

1. There are two major "poverty belts" in the world. One begins in Yemen and Afghanistan and reaches east across Southern Asia and some Eastern Asian countries.

2. The other poverty belt extends across the middle of Africa.

3. Eighty percent of the estimated one billion poor live in India, Pakistan, and Bangladesh.

OUR DIVIDED WORLD
GEOGRAPHY:

1. Many of the nations of the world suffering from abject poverty are located in the tropics, where the environment is extremely fragile.

2. Tropical environments are being degraded and destroyed by increases in population, and massive deforestation by cattle-grazing and farming. Precious resources are lost when this practice focuses on short-term benefits.

3. Multilateral Development Banks (MDB's) loan about $22 billion each year for "Third World" development. Often these banks promote large-scale agricultural, hydroelectric, and cattle-ranching projects, which frequently prove to damage the environment.

OUR DIVIDED WORLD
GEOGRAPHY:

1. Experts have noticed a widening gap between rich and poor countries over the last two centuries.

2. Today, the gross national product (GNP) per capita in Western Europe, North America, and Japan is 40 times greater than in LDC's (less developed countries).

3. There are 34 countries with a per capita income of less than $400. Most of these countries are in Africa.

OUR DIVIDED WORLD GEOGRAPHY:

1. Developing nations owe an estimated $1.2 trillion to private banks, development funds, and other nations.

2. The debts have dwindled away the income of third world countries. Twenty-five percent of what these countries earn by selling their products goes to pay off their national debts.

3. The price that developing countries get for their products (rubber, fuel, copper, and coffee) has dropped 30% in the past ten years.

OUR DIVIDED WORLD GEOGRAPHY:

1. Many people living in developing countries like India earn a yearly income of $100—many live on less.

2. There are over 825 million adults in the world who cannot read. Most live in the Southern Hemisphere and the majority are women.

3. Only 3 percent of the landowners in 83 countries own and control 80% of the land. In Argentina, 2% of the landowners own 75% of the land.

OUR DIVIDED WORLD
PROBLEMS OF POVERTY:

1. One billion people, or one-fifth of the world's population, are "absolute poor" and are hungry. Most live in the Southern Hemisphere.

2. Every day, 35,000 people die of starvation.

3. Twenty-four people starve to death every minute. Eighteen of those twenty-four are children under five years of age.

OUR DIVIDED WORLD
PROBLEMS OF POVERTY:

1. Experts say there are many causes of poverty. Population growth, political inequity, and environmental destruction are some of the causes cited.

2. Characteristics of poverty include malnutrition, illiteracy, disease, high infant mortality, and a short life expectancy.

3. Seventy-five percent of people who die from hunger-related diseases are children.

OUR DIVIDED WORLD
PROBLEMS OF POVERTY:

1. Twenty-five percent of the world's population, or one of every four people, do not have access to safe drinking water.

2. Thirty percent of the population in the 40 lowest income countries do not have safe drinking water.

3. In Ethiopia, only 6% of the entire population has access to safe drinking water. Many must walk miles to obtain water for drinking, cooking, and bathing.

OUR DIVIDED WORLD
PROBLEMS OF POVERTY:

1. Half a million children died in 1988 in developing countries. The United Nations Children's Fund, in its annual UNICEF report "The State of the World's Children 1989," indicated the reason so many children died in 1988 is partially because many families in less developed countries ". . . are sliding back into severe poverty after 40 years of progress."

2. UNICEF discovered in 1988 that governments in Asia, Latin America, and Africa reduced spending on services needed by the poor. These services included health care and education. Cutbacks are due to increasing national debts.

3. UNICEF outlines the problems facing the world's children as hunger, poor health care, and a lack of education.

OUR DIVIDED WORLD
PROBLEMS AND CAUSES:

1. Nearly 14 million children die each year from poor nutrition and from common illnesses like diarrhea.

2. The 37 poorest nations in the world have reduced spending by 50% on health care and 25% on education over the past few years to help pay off their increasing national debt.

3. Between 1980 and 1987 countries in Latin America, the Caribbean, and Africa considerably reduced the mortality rate for children under the age of five. The number of deaths in 1988 increased by 650,000 due to cutbacks in services and programs.

OUR DIVIDED WORLD
PROBLEMS AND CAUSES:

1. The World Bank estimates that the per-capita growth in sub-Saharan Africa is expected to be zero. In Latin America only a slight gain is forecast.

2. Per-capita income in developing countries is less than one-tenth of that in industrialized countries.

3. Over the past twenty years, per capita income rose from $1,047 to $6,468 in industrialized countries. Income in less developed countries increased from $132 to $597.

OUR DIVIDED WORLD PROBLEMS AND CAUSES:

1. World food production has increased by about 3.2% a year. However, in Africa, food production has increased by only 1.9%. Africa's population is growing by 2.5% each year.

2. Much of Africa south of the Sahara is facing famine. In 1970, Africa was basically self-sufficient in food production and distribution. However, since 1988 nearly 30 countries have been considered by the U.N. Food and Agricultural Organization (FAO) to be "crisis deficit nations."

3. The 1988 year-end report issued by the U.N. Food and Agriculture Organization (FAO) disclosed that for the first time since World War II, global cereal production had declined for two years in a row. World cereal stocks are below the threshold set by the FAO as the minimum requirement for global food security.

OUR DIVIDED WORLD PROBLEMS AND CAUSES:

1. Seventy percent of the world's grains are consumed by the United States, Western Europe, Japan, and Australia. Most of this grain is used to feed beef and dairy cattle.

2. The average North American consumes 2,000 pounds of grain a year. Only about 150 pounds of that grain is consumed directly as grain or flour.

3. The rest, 1,850 pounds, is consumed in the form of milk, eggs, meat, and alcoholic beverages.

OUR DIVIDED WORLD
SOLUTIONS TO POVERTY:

1. One-half of one percent (0.5%) of one year's world military expenditures would pay for all the farm equipment needed to increase food production and approach self-sufficiency in food deficit countries.

2. Two pounds of grain for every human being on Earth are produced each day. That is enough to provide everyone in the world with 3,000 calories a day, well above the recommended daily minimum of 2,300.

3. In China, before the revolution in 1949, several million people died each year from starvation. Today, with a population twice what it was, nearly all are adequately fed. This is largely due to improved distribution methods.

OUR DIVIDED WORLD
SOLUTIONS TO POVERTY:

1. Some experts believe that one way to control population growth in developing countries is to improve the social status of women.

2. Women in developing countries often have few legal rights or educational opportunities that prepare them for work outside the home.

3. Some programs are expanding educational and employment opportunities for women.

OUR DIVIDED WORLD
SOLUTIONS TO POVERTY:

1. In 1975, the Bangladesh government started an innovative program for rural village women. These women were provided with start-up loans to begin small businesses.

2. Approximately 123,000 women are enrolled in the program. Participants are informed about health care at weekly meetings.

3. Infant and child mortality could be reduced through improved nutrition, maternal and child health care, sanitation, and clean drinking water.

OUR DIVIDED WORLD
SOULTIONS TO POVERTY:

1. Some experts think one way to reduce poverty on a global basis is to slow the population growth.

2. To reduce the population growth, it is proposed that family-planning experts design programs tailored to the needs and belief systems of diverse societies.

3. In 1979, China launched a "one-family, one-child" policy in an effort to contain the population at 1.2 billion by the year 2000. The population growth (once the highest in the world) has been slashed in half. However, much controversy exists around this drastic solution.

OUR DIVIDED WORLD
SOLUTIONS TO POVERTY:

1. Poverty in third world countries is compounded by the widening gap between rich and poor nations.

2. Together, third world countries owe $1.2 trillion to the banks and governments of industrialized countries like the United States, Canada, Japan, and the European Community.

3. With increasing debt, third world nations are cutting social services designed to help the poor. Some experts suggest that debt payments be decreased or postponed to allow these countries to catch up.

OUR DIVIDED WORLD
SOLUTIONS TO POVERTY:

1. Time Magazine in its special January 1989 edition, entitled "PLANET OF THE YEAR: EARTH," suggested that industrial countries such as the United States and the Soviet Union reduce their nuclear and conventional forces to free funds for domestic and foreign aid in the form of social services and environmental programs.

2. Experts have suggested that the pressure to increase military spending be lessened on U.S. allies such as Japan, West Germany, and France. This would free funds, enabling such countries to contribute to "global security" by increasing aid to developing countries, rather than building weapons.

3. Some individuals believe aid for the third world should be provided in exchange for reducing deforestation and using responsible environmental policies to conserve their resources.

OUR DIVIDED WORLD
SOLUTIONS TO POVERTY:

1. Economic aid for developing countries must address a variety of needs. These include social services, environmental policies, and sustainable development programs that manage resources wisely.

2. Combining agriculture and forestry in replanting programs can provide jobs, protect soils, and increase food output and production.

3. Providing access to fertile land could help feed the impoverished citizens of developing countries.

OUR DIVIDED WORLD
SOLUTIONS TO POVERTY:

1. The environment suffers greatly from the effects of rapid population growth and abject poverty.

2. In tropical countries, the rain forests are being destroyed to make room for large scale agricultural projects, cattle grazing, and other forms of development.

3. In 1984, Thomas Lovejoy of the Smithsonian Institution developed the idea of "debt for nature" swaps. For example, in 1988 the World Wildlife Fund bought $1 million worth of the Ecuadoran debt. In exchange, wildlife preserves and national parks are protected and maintained.

4 Scavenger Hunt

Discovery: A Scavenger Hunt

A Scavenger Hunt is an exciting way to learn about any topic. Designed as a data collecting activity, it is a motivating way to encourage students to collect facts and information from a variety of sources. Many of the items collected or created will encourage students to think more deeply about their topics.

The intent of the Scavenger Hunt is to prepare students for the section on Researching Your Topic. The Scavenger Hunt also provides an abundance of information in a variety of ways—pictorials, maps, graphs, charts, models, dioramas, poems, tee-shirts, brochures, reports, and posters.

The materials gathered during this activity are valuable for the research section. They provide a good resource for quick information when students are problem-solving. Some of the items such as songs, charts, and murals may also be displayed or used in the final presentations on the last day of the Summit. If your Summit is going to be a school-wide or community event, these displays are an excellent way to inform others about the issues your class has studied.

Structuring a Scavenger Hunt

Introduce this activity by asking students if they have ever participated in a scavenger hunt. Explain that they will work together in teams to collect data or create as many of the projects on the Scavenger Hunt list as possible, within a given amount of time. If you would like this to be a competitive activity, the group that collects the most points may be declared the winner.

Divide your class into groups of approximately four students and pass out the Scavenger Hunt list. Tell the class they will have six days to gather information and create their products. On the seventh day, the points are tallied and the information is shared. It is recommended that some class time be initially provided so that groups may meet and work collectively on their projects.

After handing out the Scavenger Hunt information, give students 15 to 20 minutes to go over the list and plan a strategy. Stress the importance of developing a TEAM STRATEGY. Suggest that they decide what steps are needed to successfully complete the task. This might include assigning individual duties, establishing a timeline, and deciding their total point goal. Individual jobs might include record and tally keeper, researcher, artist, etc.

Students may also suggest additional projects, that do not appear on the Scavenger Hunt list. In this case, groups must get your permission and have you assign a point value before adding any new suggestions.

It is helpful to post each group's total point goal. As materials are brought in, they can be listed and tallied. This keeps a running total, provides a convenient way to check progress, and is a great motivator! It also shortens the final tallying process and allows for extra sharing time.

Within two or three days, your classroom may well be overflowing with data in a myriad of forms. Some teachers have used their hallways to display the information, indeed an effective way to share the wealth of facts your students have gathered.

On the seventh day, tally the data and provide class time for sharing the final projects. Point values can be assigned according to the quality of the product. If you deduct points, explain to students why and make suggestions for improvement.

Evaluation of the Activity

After the Scavenger Hunt is completed, pass out the Discovery Evaluation for each student to complete. Allow 10 to 15 minutes for groups to discuss each of the questions, then approximately 15 to 20 minutes for students to complete the evaluation individually.

The Discovery Evaluation responses will indicate the amount of knowledge gained in the hunt and will reveal any further questions the students may have. These questions can be posted and used to initiate the next activity, Researching Your Topic.

The Scavenger Hunt and Nothing But the Facts activities will motivate students to begin researching the complex problems associated with their global issue.

This activity was inspired by the "Cultural Studies Series—Teaching About Diversity: Latin America," University of Denver, Center for Teaching International Relations. The program uses a similar process for helping students learn about Latin America.

Our Divided World Discovery:
A Poverty, Hunger, and Overpopulation Scavenger Hunt

Rules for Scavenger Hunt

1. You must work in groups with each member contributing equally to the whole group effort.

2. You can go anywhere that is appropriate to obtain your data. Cameras and tape recorders may be used to record information. Written summaries of television shows, hand-drawn maps, and diagrams are acceptable.

3. Use primary sources when possible.

4. The sources of all data must be recorded.

Items to Collect and Create

1. Collect three to five articles from newspapers or magazines that discuss different aspects of poverty (homelessness, unemployment, overpopulation, environmental degradation, hunger etc.). (5 points) BONUS: Add 10 points if you include a written summary of the articles.

2. Create a graph that shows the amount of developmental aid given to developing countries from 1970 to present. (15 points)

3. Construct a mobile with pictures and photographs that show the results of poverty. (10 points)

4. Watch television news, a film, or a special program that discusses poverty, hunger, overpopulation, or the homeless. Create a chart or poster that shares what you learned from the show including at least five new facts that you learned about the issue of poverty. (10 points)
BONUS: 5 points for each additional show viewed.

5. Make a world map that shows where the two major poverty belts are located. Write a brief summary about the causes of poverty in these areas. The brief summary can be written on the map or as an accompanying key. (20 points)

6. Create a chart that lists the causes of poverty. Include on the chart a list of your own solutions to world poverty. (15 points)

7. Draw a picture that illustrates or symbolizes a world where everyone's basic needs are met. (10 points)

8. Consider the following question—"What if all people on Earth had adequate food, water, shelter, and equal opportunities?" List what some of the consequences and/or outcomes might be. (1 point for each idea generated, up to 20 points)

9. Research and create a skit that portrays life in one of America's inner cities or the shanty towns in a major city of a developing country. Present your skit to the class. (25 points)

10. Write a disparity "Alphabet Book" that includes and/or defines terms related to this concept. Include terms related to disparity, such as hunger, poverty, homeless, etc. (20 points) BONUS: Add an additional 20 points if your alphabet book is illustrated with pictures, tables, and graphs.

11. Choose three developing countries and graph the aid given from the U.S., U.S.S.R., Japan, and three other countries of your choice. Indicate how that aid is earmarked, i.e., military, development projects, food, health care, and education. (15 points)

12. Make a model of the favelas of Rio de Janeiro, Brazil, the barrios of Mexico, or the shanty towns of Calcutta, India. (25 points)

13. Create a song or poem that informs others about world poverty. Sing the song or read the poem to your class. (15 points)

14. Write a survey of at least five questions on some aspect of poverty. Include questions about solutions to the problem of world poverty. Conduct the survey with at least 25 individuals from your school or community. Share your results with your class or the school newspaper. (25 points)

15. Find out the number of homeless and unemployed in your community. Chart or graph your findings. (15 points)

16. Make a list of organizations that are actively working to decrease poverty throughout the world. Include at least 10 organizations, their addresses and telephone numbers. (10 points)

17. Using pictures and/or drawings, illustrate how overpopulation, hunger, and poverty can affect the environment. (20 points)

18. Write a story about a person born into abject poverty. Choose your setting, research the conditions this person lives in, and write the story so that it includes facts and information about the problems and causes of poverty. (20 points)

19. Design a poster that informs people about poverty in your community. (15 points)

20. Chart how the U.S. spends money to help the poor in our country. (15 points)

21. Collect at least five songs that have the theme of poverty, the homeless, disparity, overpopulation, and/or hunger. Make a "song collage" by putting parts of the song on a tape to play for your class. (15 points) BONUS: Add 30 points if you accompany your "song collage" with a video or slide show.

22. Write and submit an article to your school or city newspaper that informs people about disparity or an issue of poverty. (20 points)

23. On a map, locate the five poorest countries in the world. (10 points) BONUS: Add 1 point for each additional fact you include about each of the countries.

24. Find out the national debts of five developing countries. List their debts on a chart. (10 points)

25. Chart the gross national product for the five poorest countries of the world. Compare their GNP with the five richest countries of the world. (15 points)

26. Illustrate how tropical environments are being compromised by increases in population and poverty. Draw pictures that illustrate each of the challenges that arise from this situation. (15 points)

27. Create a list of things that individuals can do to help alleviate poverty in their community, their country, or the world. (15 points)

28. Create a rap that explains the major causes of poverty. Perform it for the class. (15 points)

29. Organize a fund-raising event to help collect money for a local, national, or international organization that assists the poor.

30. Create your own items for the scavenger hunt. Get your teacher's approval for suggested items and together determine the number of points possible.

Evaluation Sheet for Discovery

NAME:____________________________DATE:________

TEAM MEMBERS:______________________________

____

1. What information did you discover that indicates how critical this problem is?

2. What was the most interesting thing you discovered? Why?

3. Can you find two pieces of data that pose contradictory information about this problem? List the sources and the differences discovered and why you think they are in conflict.

4. Which item or activity gave you the most useful information? Why?

5. As a result of this Scavenger Hunt, what new action will you take to better understand and help solve this critical problem?

6. Describe the strategy used by your group to complete the Scavenger Hunt. How did it work? What would you do differently next time?

7. Did you experience any conflict in your group? Describe the conflict and how you did or did not resolve it.

8. What did you like best about this activity?

9. What would you change about this activity?

10. During the past week while working on the Divided World project I would like to thank ________________ for . . .

11. In order to relax right now, I would like to . . .

12. If I were evaluating my Divided World project work, I would say I have earned __________________ because . . .

13. If I were evaluating my group's Divided World project work, I would say we have earned _________________ because . . .

5 Classroom Activities:

Understanding the Problems of Poverty

In order to help students better understand the problems related to the issue of disparity, you may want to do parts or all of the following activity:

PART 1 — Issues of Disparity

Explain to students that industrialized countries like the United States, Canada, Japan, Australia, and Western Europe represent only 25% of the world population, yet consume 80% of the world's resources, such as energy and food. Less developed countries, located in the Southern Hemisphere, account for 75% of the world population and have access to only 20% of the world resources. This represents a widening gap between what some experts refer to as the North and the South.

To begin this activity, divide your class into two groups. The two groups combined will represent the world population. For example, 75% of your class will represent less developed countries and 25% of the class will represent industrialized countries, mostly located in the Northern Hemisphere.

Explain that 75% of the class will learn about less developed countries and 25% will learn about industrialized countries.

Once the class has been divided into groups representing industrialized countries and less developed countries, assign each group the following countries to study:

Less developed countries: Brazil, Guatemala, Zambia, Bangladesh, Yemen, Ethiopia, Indonesia

Industrialized countries: United States, West Germany, and Australia

You may want to assign individuals to a specific country. Two to four students can be assigned to each country, depending on class size. Provide each team with 2 to 3 days to gather the following information about each of the countries:

1) Economy
    - average yearly income
    - national debt
    - imports/exports
    - employment

2) Government/History

3) Lifestyle
    - tradition
    - customs
    - religion

4) Health care

5) Education

6) Food

Encourage teams to include information on the numbers of poor and unemployed in the country they are studying.

Students can divide the items for research among their team members. You might want to ask students to record their facts and information on notecards. The country and research category should be clearly marked.

Once students have gathered their data, have them decide on a way to present the information to the class. Encourage students to use a variety of presentation methods, including visuals such as charts and graphs.

Once all the teams have presented their information, lead students in a discussion that compares and contrasts the different countries.

What differences stand out in their minds?

What issues of disparity became apparent after the information was presented?

Collect statistics such as the unemployment rate, number of poor, and/or the national debts. As a class, graph the information and look for similarities and differences.

For closure, ask students to write one paragraph that describes what they learned about the issues of disparity after their study. Share writings with the class.

PART 2 — Experiencing Disparity

The following activity is adapted from the lesson entitled, "Rich and Poor," found in the book *TEACHING ABOUT FOOD AND HUNGER, 33 ACTIVITIES,* by George G. Otero and Gary R. Smith. This book is published by the Center for Teaching International Relations, University of Denver, 1977. It is filled with activities related to food and hunger that readily augment *"Our Divided World."* For more information write to: Center for Teaching International Relations, University of Denver, Denver, CO 80208.

The following simulation is designed to help students empathize with those who live in poverty and to create an experience for discussion about issues of disparity.

While students share their information about the countries they have studied or pursue another activity selected by you, have two pots of food heating in the back of the room, one containing a casserole or stew that will serve as a complete meal, the other containing rice. Following the activities you have arranged while the food is heating, the students are fed. Twenty-five percent of the class (representing industrialized countries) receive large portions of the casserole or stew. This group may also receive second portions if they want. The remaining students, representing the less-developed countries, should be served small portions of rice.

While the class is eating, observe the students. Are the two groups interacting? What are the students talking about? Did the students representing the industrialized countries share? Depending on what happened during lunch, use the following questions to stimulate discussion:

1. How did the students representing the less developed countries feel when they saw what they had to eat?

2. How did the two groups react toward each other?

3. Based on the group they represented, ask students to describe the following:
   a. How would you view your future?
   b. What goals might you have for yourself?
   c. List words that could describe your view of the world.

4. What problems arise when you have a world of "haves" and "have nots"? How could some of these problems be solved?

5. What was realistic about the experience? Unrealistic?

For closure, you might have students write one or two paragraphs that describe their feelings after participating in this activity.

Note: You may want to save enough of the casserole or stew so that the other group can also have a full meal. For an added twist, have the students representing the industrialized countries serve the "poor".

6 Map Activity

Where in the World? A Brief Geography Lesson

This activity will provide students with the opportunity to develop map-reading skills. Each student will need a small map of the world that includes longitude and latitude lines. You should have a large world map to demonstrate your explanations.

First, explain the concepts of longitude and latitude to the students. You might want to share the fact that these imaginary lines enable us to locate any point on earth. Latitude lines run around the world parallel to the equator. The equator has a latitude of 0 degrees. The North Pole has a latitude of 90 degrees north, sometimes shown as +90 degrees. The South Pole has a latitude of 90 degrees south, which is sometimes written -90 degrees. Ask students to locate the equator, and the North and South Poles.

Longitude lines run north and south. Most nations count longitude east and west beginning with an imaginary line at Greenwich, England. Greenwich lies at 0 degrees longitude. A place halfway around the world from Greenwich is at 180 degrees longitude. The earth is divided into two hemispheres, each with 180 degrees. Longitude locations west of Greenwich are referred to as west longitude and those east of Greenwich have east longitude locations. Ask students to locate Greenwich, and areas east and west of Greenwich as well.

Once students understand the concepts of longitude and latitude, ask them to look at their maps and find the longitude and latitude of major cities such as Los Angeles, New York, Miami, or Seattle. Have them look for a country and give the coordinates which the nation encompasses. When students are able to identify the correct meridians, they are ready to move on to the next activity.

Ask students to individually consider one place in the world where their global problem is especially severe. They could consider cities, countries, oceans, continents, etc. Instruct students that they are not to share with others where their trouble spot is located. When they have decided upon their global problem area, they then need to determine the latitude and longitude of this location. It is now time for geography riddles! Students will, one at a time, tell the class the longitude and latitude degrees of their particular spot. Class members are to locate these meridians on their maps and tell the name of the place. The student who has given the meridian points must validate the responses, and also must share the specific nature of the global problem at that location. You may also ask students to draw or note on their maps information they have learned to date. Additional data can be added as it accumulates.

Where in the World? A Brief Geography Lesson

This activity will acquaint you with map-reading skills. You will need a small map of the world that includes longitude and latitude meridians.

To read maps, you'll need to understand the concepts of longitude and latitude. These are helpful imaginary lines that enable us to locate any point on earth. Latitude lines run around the world parallel to the equator. The equator has a latitude of 0 degrees. The North Pole has a latitude of 90 degrees north, sometimes shown as +90 degrees. The South Pole has a latitude of 90 degrees south, which is sometimes written -90 degrees. Locate the equator and the North and South Poles on your map.

Longitude lines run north and south. Most nations count longitude east and longitude west, beginning with an imaginary line at Greenwich, England. Greenwich lies at 0 degrees longitude. A place halfway around the world from Greenwich is at 180 degrees longitude. The earth is divided into two hemispheres, each consisting of 180 degrees. Longitude locations west of Greenwich are referred to as west longitude and those east of Greenwich as east longitude. Locate Greenwich on your map. Identify some west and east longitude locations on your map.

To further practice the concepts of longitude and latitude, look at your map and find the longitude and latitude of major cities such as Los Angeles, New York, Miami, or Seattle. Look for a country and give the expanse of latitude and longitude meridans which the nation encompasses.

Next, consider one place in the world where a global problem is especially severe. You may want to consider cities, countries, oceans, continents, etc. Do not share with others where your trouble spot is located. When you have decided upon your global problem area, next determine the latitude and longitude of that location. It is now time for geography riddles! When it is your turn, tell the rest of the class the longitude and latitude degrees of your spot. Your class members are to locate the meridians on their maps and tell the name of the place you have chosen. You will need to validate their responses and also share the nature of the global problem at your location. Enjoy guessing your classmates' riddles as well.

7 Research and Independent Study

Self-Directed Learning: Researching a Global Issue

In the following activity, students have the opportunity to direct their own learning. Students will pursue a topic of personal interest, develop their own approach to research, and create their own project design. The intention of the self-directed activity is to let students assume responsibility for their learning. They will enjoy pursuing a topic of special interest to them while mastering independent learning skills, useful both within the classroom and without.

Students will progress through a five-step process. First, provide students with copies of Steps to Self-Directed Learning and the Independent Project Contract located on the following pages. Introduce each of the steps by having a brief class discussion to clarify and explain what is expected of them and also to address any questions they might have. You may want to brainstorm possibilities for study with the entire class. Students can refer to the list as a starting point when choosing their topics. You may also want students to keep their self-directed learning papers in some sort of file folder. The entire process can span from one to three weeks.

After completion of their independent research and in-class presentations, you may want to suggest that students share their knowledge with other classes, other schools, or create community forums. Or, you and your students may decide to wait for Step 2 of the Summit process to share their research in small groups.

To bring closure to this unit, you might ask your class what they have learned about being a creative and independent learner and how the skills used in this lesson can be applied to "everyday life."

Steps to Self-Directed Learning

Researching a Global Issue:

From your previous activities with the Fact Cards and the Scavenger Hunt, you have acquired a lot of information about your global topic. You will now have the opportunity to select one aspect of this topic that holds special concern for you. What have you encountered so far that was particularly interesting? Is there something more you would like to find out about?

STEP 1

So that you can independently direct your own learning, you will first need to decide upon your topic. Select one aspect of the global problem that intrigues you. You may instantly know what you would like to study or you may want to refer back to the Fact Cards or the Scavenger Hunt for ideas. Once you have determined your area of interest, narrow your topic down so that it is manageable to research. Get your teacher's approval before you begin Step 2.

STEP 2

To complete Step 2, you will need to make decisions about two important aspects of your project. First, determine at least three things that you want to learn. To do this, write your topic down on a piece of paper, then list a minimum of three items you are curious about. Perhaps you will want to answer the questions: **who, what, when, where** and **why** as they relate to the subject. Perhaps you have questions that spring to mind immediately. Once you begin researching, you may change your mind about some of the original questions you listed, or something else may appear intriguing. Do go ahead and pursue your new interests if this should occur. However, it's important to begin your research with a focus.

After you have written what you want to know about your topic, write a paragraph explaining what your final achievement will be. Perhaps you will create a model or a demonstration that will explain your subject. Be creative and develop an end product

product that will be fun and interesting for you to do. For example, make a model, write a song, do a collage, or make up a story or skit that includes factual information.

STEP 3

Once you have determined your topic and what you want to learn about it, you need to gather information. Data can come from books, but it can also be found in a variety of other sources. Your research will be enjoyable if you use many different approaches to gathering information. Identify three ways to gather data. You may want to choose from among the following, or create your own suggestions:

- Call a nearby university or other organization to determine if someone there is knowledgeable about your topic. If so, conduct a telephone interview. To do this, you will need to make a list of questions ahead of time so that you are fully prepared before speaking with the expert.
- Use your school or city library. Do not rely strictly on encyclopedias or books. Ask your librarian to help you locate governmental documents, films, videotapes, magazines, and newspapers that may contain information you need.
- Watch for pertinent television or radio shows. Check the educational television station in your area to find out what their programming includes.
- Your teacher can order films and videotapes on your topic from the educational service district nearest your school. You may want to request that either you or your instructor look through the film catalogue to determine what might be of value to your research.
- Conduct a survey at school or in your neighborhood where you ask people pertinent questions. Record their answers on a survey form that you create.

What are other suggestions you might have for finding the information you will need? Write on a piece of paper the three approaches you will use in your data collection.

STEP 4

Now that you have determined your topic and how you'll conduct your research, you are ready to complete an Independent Project Contract. This will provide both you and your teacher with an overview of your entire self-directed learning experience. Please complete the following form and have your teacher initial it. Enjoy learning independently!

Independent Project Contract

Student Name____________________________________

Date____

Project ____

Title____

Planned Completion Date____________________________

Three items you will learn about your topic:

1.

2.

3.

Three information sources you will use:

1.

2.

3.

Final Product:

Project Timeline: List what you will accomplish and when:

Presentation: Describe what you will share with the rest of the class and when you will do the sharing:

Teacher initial: ________

STEP 5

After you have completed your in-class presentation, you can then evaluate the quality of your work. Your instructor will provide you with feedback as well. The following form can be used by both you and your teacher to determine what is done well and what is in need of improvement.

Evaluation of Self-Directed Learning Experience

Student name: ______________________________

Process Evaluation

1. Used time effectively in class:

1	**2**	**3**	**4**	**5**
Least time effective				**Most time effective**

Comments:

2. Used time effectively outside of class:

1	**2**	**3**	**4**	**5**
Least time effective				**Most time effective**

Comments:

Project Evaluation

1. Used a variety of different information sources:

1	**2**	**3**	**4**	**5**
One information source				Five or more information sources

Comments:

2. Completed project according to the project timeline:

1	**2**	**3**	**4**	**5**
Project not on target				Completed

Comments:

3. Showed effort:

1	**2**	**3**	**4**	**5**
No effort				Excellent effort

Comments:

4. Creativity:

A. Fluency (number of ideas)	1	2	3	4	5
B. Flexibility (different ways of sharing ideas)	1	2	3	4	5
C. Originality (uniqueness)	1	2	3	4	5
D. Elaboration (development of ideas)	1	2	3	4	5

Comments:

5. Other Comments:

8 Youth Summit

Overview of a Youth Summit

Once students have completed their research, they are ready to begin the Summit process. The Summit uses a problem-solving approach that encourages the use of creative and critical thinking skills. The particular model outlined for the Summit process is a synthesis of the work of E. Paul Torrance, Alex Osborne, and Bob Stanish. Some aspects have been adapted to fit the needs of the Summit.

The Summit is designed to encourage students to take action. It also serves to alleviate any frustration, anxiety, and/or fear that may have built up as a result of the in-depth research done in the previous activities.

By going through the Summit process, students will develop the skills inherent to effective problem solving. The process stretches students to engage in higher cognitive functioning, to learn to work effectively in groups, and to improve their communication and writing skills. Most important, it moves students from the level of theory to the level of practical application.

Structuring a Youth Summit:

Time

The entire process, including the final presentations, will take approximately 8 to 12 hours. This can be structured as a Summit or it can be extended over a week-long period. We recommend a two- to three-day Summit to focus student interests and to provide uninterrupted time for concentrated exploration. However, this is not always possible. Conducting the Summit over a one-week period can work well, especially if you provide time to review the previous day's work and facilitate closure at the end of each working period.

Materials

We recommend that each student be provided with a copy of the Summit Journal. This outlines the problem-solving process and provides a place for your class to record their efforts. This becomes a valuable evaluation tool and should be checked at various intervals throughout the Summit. Additional materials include butcher paper and colored marking pens. Art supplies and reference materials should also be available.

Establishing Problem-Solving Groups

We recommend groups of four to five students. If cooperative learning is new to your students, you might consider setting up groups of three. The grouping works best if it is heterogeneous in terms of ability and talents. You may want to have students work in the same groups as were arranged for the Scavenger Hunt activity.

Work/Display Area

If you are holding the Summit in your classroom, establish work/display areas for each group. Tables work best; however, desks can be put in a circle or square. If possible, provide wall and counter space so that students may display the information gathered during the Scavenger Hunt and Self-Directed Learning. Students will also be displaying information generated during the problem-solving process. You may want to establish one main resource area where books, pamphlets, posters, and articles may be stored for easy access throughout the Summit.

Problem-Solving Process

You will want to familiarize students with the problem-solving process before the Summit. See the next section, Facilitator's Guide, for more detailed information. For easy reference, we have included an agenda with approximate times.

Introduce each step to the entire class, and then have the students begin the process. Establish a time limit, then add more time if needed. Some groups may work through the process faster than others. You can give them instructions for going on to the next step.

As students work through the process, move from one group to the next to observe interaction. Clarify the process when necessary, help resolve group conflicts if they arise, and provide needed information or directions for finding it.

Preparing Presentations

At the onset of the Summit, explain to students that each group will be responsible for planning a 10- to 15-minute presentation for the class. This presentation will focus on informing others of the problem they have worked on and their proposed solutions. Students should start thinking about this at the onset. They are encouraged to be creative in the manner with which they present their material. Encourage them to use charts, graphs, illustrations, pictures, skits, poems, songs, dances, or stories to teach the others. They might also consider ways to get their classmates involved in helping them carry out their solutions.

At the conclusion of each presentation, allow time for questions or suggestions from the audience. This period can take up to three hours depending upon the number of groups sharing and the length of the presentations. Group presentations often range from five to twenty minutes.

You may also decide that your students should share their work with other classrooms, schools, parents, and/or community members. To manage this step, ask students to submit an outline of their project for your approval. Also, students will need time to rehearse. Much of the materials produced during the Scavenger Hunt can serve as visual displays; however, some groups may need additional time to develop props, costumes, charts, and hand-outs.

Taking Action

This is the most exciting part of the process. Here students take action and begin effecting change. It may be necessary to set aside time each week for students to work on their action plans. There are a myriad of possibilities for taking action and you may find your class involved in creating a game, making a film, writing a book, starting a newsletter, raising money for a project, conducting research, getting signatures for a petition, surveying the community, or making public service announcements for a local television station, to name a few of the possible outcomes.

NOTE: The processes and times shown on the following page are merely suggestions. You are encouraged to make adaptations to fit your needs and classroom situations.

Our Only Earth

Youth Summit Agenda

(Suggested Times)

STEP 1 — Introduction/Problem Exploration (30 minutes)

STEP 2 — Sharing Research (1 - 1.5 hours)

STEP 3 — Brainstorming Problems (30 minutes to one hour)

STEP 4 — Brainstorming Solutions (30 minutes to one hour)

STEP 5 — Evaluating Solutions (1 - 1.5 hours)

STEP 6 — Carrying Out Solutions (1 - 1.5 hours)

STEP 7 — Presenting Solutions (1 - 3 hours)

Facilitator's Guide: Youth Summit Process

STEP 1—Introduction/ Problem Exploration

GOAL: To share feelings, thoughts, and ideas surrounding the global issue.

OBJECTIVES: To communicate feelings, thoughts, and ideas concerning the issues surrounding the problem.

TIME: Approximately 30 minutes.

PROCESS: Begin by introducing the problem-solving process to be used throughout the Summit. It is helpful to go over each of the seven steps. Students can follow along in their Summit Journal, which serves as a guide as well as a place to record their progress. These journals are also helpful in evaluating students' work.

(OPTIONAL): Depending upon the age and experience of your class, you may want to practice the problem-solving process with a problem that students are currently trying to resolve, i.e., improving grades or saving money. This trial run will familiarize students with the key components of effective problem-solving and usually takes about one hour of class time.

No matter how you introduce the problem-solving process, emphasize the need for students to work together in a cooperative and collaborative manner. For information on implementing cooperative learning in the classroom, refer to the work of Roger T. Johnson and David W. Johnson. Their books are helpful in structuring cooperative learning in the classroom: *Learning Together and Alone, Circles of Learning*.

Once students are familiar with the Summit process, initiate Step 1 by having them record their individual reflections on their particular global issue. Ask them to write in their Journals any feelings, thoughts, ideas, images, and/or fears about this issue.

After students have an opportunity to reflect, allow time for sharing with members in their groups. You may also want to provide time for a classroom discussion. If so, have each group choose someone to summarize their discussion for the benefit of the whole group. Remind students that each time information is shared with the whole group, a new spokesperson will be selected. Encourage students to record any new bits of information, key ideas, or insights that emerge during the sharing.

STEP 2—Sharing Research

GOAL: To learn from others about the issue.

OBJECTIVES:

- Share research information.
- Categorize key ideas generated by the group.
- List any unanswered questions.
- Develop strategies for discovering answers to any unanswered questions.

TIME: 1 - 1.5 hours.

PROCESS: In this step, students share their independent research, completed in the previous activity (self-directed learning), with members of their problem-solving groups. After the presentations and sharing of research, have students categorize key ideas and information on a Data Retrieval Chart. An example is given below. Have students make their own chart on a large piece of butcher paper. This information can be posted in the group's work area.

Sample Data Retrieval Chart

Name	Who	What	When	Where	Why

To complete the Data Retrieval Chart, each student summarizes and inserts the information in the appropriate categories. They begin by each placing their name in the correct column and then completing one horizontal section of the chart. Each student, then, should contribute a who, what, when, where, and why fact to the chart. The completed chart organizes and categorizes facts and information for easy reference during the Summit process.

Once students have shared their Independent Research Projects and have filled out the Data Retrieval Chart, you may want to allow time for each of the problem-solving groups to share their data and information with the entire class. Have problem-solving groups designate a NEW spokesperson.

As each group reports information, ask the other groups to indicate if they have listed similiar information. If so, they should mark this information so that it is not repeated again, but simply acknowledged. Groups are encouraged to add to their Data Retrieval Charts as new information emerges.

An additional use for the Data Retrieval Chart is to have students consider their global issue from diverse viewpoints. Students can first suggest a variety of individuals or organizations involved in their issue. For example, one issue might be the distribution of food to hungry people living in a country undergoing a civil war. Some of the people involved in this issue might be the local people who are hungry, members from FAO (Food and Agricultural Organization), workers from UNICEF, political and military leaders, and individuals in the Northern Hemisphere who donate money to help feed the poor. Each student could think of one group to list under the "name" section of the grid. Students can then add each group's perspective as they complete the who, what, when, where, why portions of the chart. Discussion can follow the sharing of the new perspectives involved. Point out to the students that there are always two or more sides to each issue.

STEP 3—Brainstorming Problems

GOAL: To brainstorm problems related to the issue.

OBJECTIVE:

- Identify specific problems by brainstorming sub-problems and contingent problems related to the situation.
- View the problems from a variety of perspectives.
- Choose a problem to solve.
- Define the problem.

TIME: Approximately 30 minutes to one hour.

PROCESS: Identifying the problems related to this global issue is one of the most important steps of the creative problem-solving process. Defining the problem properly will determine the quality and appropriateness of the students' solutions.

Introduce this step by emphasizing the importance of problem identification. Remind students that in identifying problems associated with this issue, it is important to view the problem from all angles. It is helpful to think about how people, nations, plants and animals are affected by this issue. Ask students to consider issues from different points of view.

Next, ask small groups to think about all of the problems related to the issue. Familiarize students with the rules of brainstorming, stressing the importance of withholding judgement, "piggybacking" on others' ideas, and freewheeling. Allow the groups approximately 15 to 20 minutes to brainstorm.

Afterwards, suggest that groups review the list of problems they generated. At this point, some problems may be combined or elaborated, as well as new ones listed.

Allow time for small groups to decide which of the listed problems they are most interested in solving. Once each group has chosen a problem, they are ready to move on to problem definition.

To define the problem, students need to think of different ways to state the problem. It is sometimes easier to generate solutions when the problem is posed as a question rather than a statement. Ask students to think carefully about the verb they use in their definition. A strong verb will focus their energies. An example might be: How can we *decrease* hunger problems in our community? Or: In what ways can we inform our community about the problems facing the hungry and homeless in our community? Have students experiment with the use of different verbs when selecting their questions and ask them to answer the questions in this section of their Summit Journal. They will undoubtedly note that as they change their definition, the focus for solutions will also change.

As each group defines their problem, move about from group to group, checking for strong verb usage and making sure they are on the right track.

Once students have completed the task, allow time for reviewing information and facts, keeping in mind the specific problem they have chosen. New questions may arise, and students may find they need more information before they can generate solutions. If so, groups should plan a strategy for gathering new information. Depending on how many groups need to do more research, you may want to allow additional classroom time or have students complete the research as homework.

STEP 4—Brainstorming Solutions

GOAL: To brainstorm creative solutions to the problem.

OBJECTIVES:
- Apply the brainstorming process for generating solutions.
- Generate many ideas, simple or complex.

TIME: Approximately 30 minutes to one hour.

PROCESS: Provide problem-solving groups with approximately 20 minutes to discuss possible solutions. Remind students that the goal of brainstorming is to generate as many ideas as possible. Emphasize the importance of withholding judgment while deliberating. For now, they can let their creativity soar; wild and crazy ideas are acceptable. One of those ideas, after a little revision, just might be the solution they are looking for. Remind students not to overlook simple ideas; solutions can range from simple to complex, and sometimes the simplest solutions are the best! Encourage students to combine solutions or add onto the ideas of others.

As students come up with ideas, have them say their plans aloud while at the same time writing them down on scrap paper. Place all pieces of paper in the center of the group, to use in Step 5. Students may also want to record their ideas in their Summit Journals. Allow additional time if groups are still brainstorming after 20 minutes.

STEP 5—Evaluating Solutions

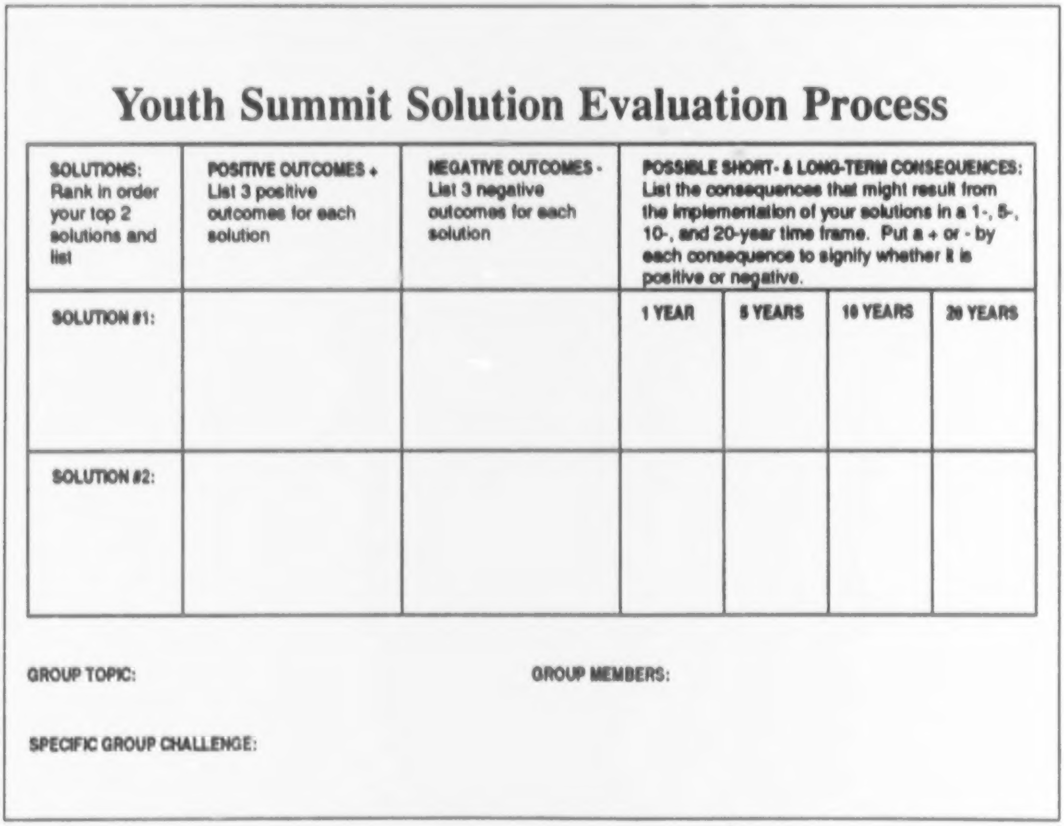
GOAL: To decide which solutions might be the best for solving the stated problem.

OBJECTIVE:

- Decide on the top two ideas.
- Evaluate possible positive and negative outcomes.
- Evaluate possible long- and short-term consequences.
- Evaluate solutions and make a final determination regarding the "best" solution.

TIME: 1 - 1.5 hours.

PROCESS: Provide small groups with about 10 minutes to decide on the top two solutions. These solutions should be listed in order on the Evaluation Grid located in their Summit Journal and shown below.



Youth Summit Solution Evaluation Process

SOLUTIONS: Rank in order your top 2 solutions and list	**POSITIVE OUTCOMES +** List 3 positive outcomes for each solution	**NEGATIVE OUTCOMES -** List 3 negative outcomes for each solution	**POSSIBLE SHORT- & LONG-TERM CONSEQUENCES:** List the consequences that might result from the implementation of your solutions in a 1-, 5-, 10-, and 20-year time frame. Put a + or - by each consequence to signify whether it is positive or negative.			
SOLUTION #1:			**1 YEAR**	**5 YEARS**	**10 YEARS**	**20 YEARS**
SOLUTION #2:						

GROUP TOPIC:

GROUP MEMBERS:

SPECIFIC GROUP CHALLENGE:

Once the top solutions have been selected, students begin the evaluation process. For each solution listed, students will go through the following three steps:

- POSITIVE OUTCOMES — Students list four or five of the possible positive outcomes. Positive outcomes should be considered from various points of view.
- NEGATIVE OUTCOMES — Students list four or five of the possible negative outcomes. This can be looked at from the different points of view examined in step one if applicable.
- POSSIBLE SHORT & LONG TERM CONSEQUENCES— In this step, students forecast the possible consequences that might result from the implementation of their solutions over a 1-, 5-, 10-, and 20-year time frame. For each consequence, students should put a + or - to signify a positive or negative consequence.

Once students have completed the evaluation process, have problem-solving groups decide which is the best solution in light of the positive and negative outcomes, including the possible short- and long-term consequences.

Suggest that small groups discuss their final solution. Encourage them to ask if the solution clearly reflects the thinking of the entire group. Changes might also now become apparent. Students may need to modify their solutions based upon the possible outcomes and consequences. Have students answer the questions on Modifying Your Solution in their Summit Journals.

STEP 6—Carrying Out Solutions

GOAL: To develop an action plan for carrying out the solution.

OBJECTIVES:

- Brainstorm different ways to carry out the solution.
- Create a step-by-step plan for carrying out the solution.
- Brainstorm ways to inform others about this problem and suggested solutions.

TIME: 1 - 1.5 hours.

PROCESS: Thomas Edison once said that creative work is ". . . one percent inspiration and ninety-nine percent perspiration." Remind students that this is the most important part of their work. Here, their creativity will be taxed as they discover ways to carry out their solutions. While this step demands much work, it is also the most gratifying part of the process since students become empowered to take action.

Remind students that a good part of their efforts will include informing people about the problem and their proposed solutions. This can be done through a variety of ways including songs, artwork, poems, stories, plays, newspaper articles, petitions, letter writing, and editorials.

This is also the time when students generate various ways to apply their theories. These might include a letter-writing campaign, adopting a concern, or developing an organization that informs other youth about this problem and what they can do.

Fund raising is another possible project. The funds can even be used to support students' projects and concerns. It's an excellent way to inform others as well as a practical way for students to see their work in action. You might want to spend time brainstorming possible fund raising options as a whole group. Suggestions include: raffles, selling students' art work, information booths at local and community events, car washes, and/or bake sales.

At past Summits, students have generated a wide variety of projects. These include: making a game about the effects of plastics on the environment, writing a book about the issues surrounding tropical deforestation with solutions from students around the world, creating a worldwide network of youth interested in working together to save the tropical rainforests, writing letters to congressmen, setting up a booth at a local carnival to inform individuals about the ocean crisis, creating a public service announcement, and making short films to inform people about wildlife's struggle to survive.

Once small groups have their ideas, allow 20 to 30 minutes for developing their Group/Individual Action Plans. These are included in the Summit Journals and should be completed by each student. These action plans require students to list each of the steps they need to take in order to carry out their solutions, as well as to identify the person responsible for each part of the action plan. Students will also create a timeline to indicate when they anticipate the completion of each step. Finally, students are able to reflect on what the end results of their efforts might be. This is cause for celebration!

Examples of the forms that the students will complete for Step 6 follow on the next two pages:

Action Planning

You will now need to organize how to carry out your group's solution. Each of you will have individual tasks to complete. On the form below, write down your group action plan.

Youth Summit Group Action Plan Form

Group Topic: ______________________________

Group Members: (Please list first and last names.)

Describe the specific problem your group decided to solve:

List your best solution:

List the specific steps your group will take to carry out the solution, beginning with what you will do **first, second, third,** and so on. Also list the name of the group member who will be responsible for doing each step:

Create a timeline stating dates of completion for the steps listed above:

Describe the end result of your efforts. What exactly will you have accomplished?

Individual Commitment

On the following form, state the responsibilities you took on as part of your personal contribution toward solving a global problem.

Youth Summit Statement of Individual Commitment to Work on an Area of Global Concern

Name: ______________________________

Area of Global Concern:

List the commitments you made to your group at the Summit:

Please describe below any additional commitments you would like to make and pursue independently:

Signature: ______________________________ Date: ________

Thank you for your efforts to make the world a better place!

STEP 7—Presenting Solutions

GOAL: To develop presentations that inform others about the issue and the plan of action.

OBJECTIVES:

- Suggest various ways to present information and solutions.
- Teach at least 10 facts to the audience.
- Actively engage the audience in learning about the issue and in taking action.

TIME: 1 - 3 hours.

PROCESS: Allow time for students to present information about the problem and their solutions to the class. Students might use some of the products from the Scavenger Hunt or Independent Research to teach others about the problem. Encourage the use of charts, diagrams and illustrations. Poetry, songs, raps, or skits can also be a great way to inform others. Emphasize the need to develop dynamic and interesting presentations that encourage audience participation.

To help the students prepare a presentation, the following three steps are included in their Summit Journals:

Step 1: Determine how you will inform the audience about your group's specific problem. What will you say or do to begin your presentation and how will you explain the issue you have addressed?

Step 2: Outline below how you plan to describe your solution and action plan to the audience. Select at least two of the strategies listed below to include in your presentation.

Presentation Stategies:

- charts, graphs, tables
- posters
- illustrations, photographs
- cartoons
- poems, songs, raps
- skits, plays, simulations
- data sheets
- booklets, pamphlets, handouts
- overhead transparencies
- slides, video, music
- audience participation

Outline of your solution and action plan:

Step 3: If appropriate, how can your group engage the support of the audience in implementing your solution? List ways that your group could involve community members, business and industry, local schools, parents, and organizations that might give support. Prepare to share this as part of your presentation.

After the students have prepared their presentations, they may want to go "on the road" with them. Exhibits can be set up in the school or public library so other students can see them. Talk to your principal about holding a school-wide assembly. There may be other students who want to get involved in the activities. A Parent Night or Community Night could be set up to inform others, not only about the issues, but also about what students have been doing to resolve them.

In Conclusion:

The actual implementation of solutions may be a year long, or longer, process for some of your students. You may find that your class will be involved throughout the school year. You may wonder how you could possibly take any more classroom time for this issue. However, many of the activities can be integrated with other areas. For example, writing will undoubtedly be an activity that all groups will participate in. Public speaking can also be incorporated into the solution-finding process. Students may get involved with state lawmakers and learn about the legislative process or they may conduct scientific research through local zoos, water protection agencies, or universities. Posters and art work might be developed as a visual means of communicating information. Likewise, students may want to write a song, perform a play or choreograph a dance relating to their topic. They may also wish to survey pertinent people or obtain feedback on their proposed solutions.

The possibilities for integrating this material into all content areas are limitless. But more importantly, we have found that through this "real life" content and the process of problem-solving and actually implementing solutions, students become highly motivated toward learning in general. In addition, students are more creative and willing to take risks. Even the unmotivated learner begins to shine as he/she is able to independently take responsibility for learning. Parents report that their children have begun reading newspapers and watching educational television. Students become more involved in school, in the community, and in the world. And most importantly, they recognize their place as caretakers of one another and of the planet.

It is imperative that the next generation have the skill and ability to effectively deal with the global challenges that will face them. The purpose of this series is to instill in students an awareness of the importance of taking action that will have a long-term, beneficial effect on the entire planet. As problems become more and more common, it is hoped that the next generation will have the sensitivity, the skills, and the desire to solve them. Our future, and our children's future, truly depend on what happens today.

Our Only Earth
SUMMIT JOURNAL

Our Divided World:
Poverty, Hunger & Overpopulation

Introduction

A creative problem-solving process will be used to structure your efforts towards finding and then implementing solutions to your global challenge. This process provides a way to capture your dreams and hopes by putting them in a practical form that enables you to make positive contributions to your community and the world community, today and in the future.

STEP 1—Problem Exploration

Reflect for a moment on the many things you have learned about your global issue. Also reflect on how that information made you feel. Did you feel frightened or overwhelmed from the scope of the problem? Do you have concern for the well-being of others? In the space provided below, write down your feelings and thoughts about this issue. Include images, ideas, fears, or anything else associated with the problem.

In small groups, discuss your feelings and thoughts surrounding this issue. Note how your feelings are similar to, or different from, other members' in the group. Be prepared to summarize your group discussion for the benefit of the whole class. Choose a spokesperson.

Record the key ideas of your group on the back of this page or on a new sheet of paper. During the discussion, add any new bits of information to your list.

STEP 2—Sharing Research

Each group member will be asked to describe to the others his/her independent research project. Use the Data Retrieval Chart (see sample below) to categorize the information you have learned as a result of the presentations. Each member's name should be listed in the Name column, and then for each person the **who, what, when, where** and **why** facts from their work. Also keep records of any new questions that come up. Discuss ways to find the answers and assign responsibilities. Choose a new spokesperson to present your Data Retrieval Chart to the entire class.

DATA RETRIEVAL CHART

Name	Who	What	When	Where	Why

STEP 3—Brainstorming Problems

Step 3 has two aspects: the first is to identify the many problems associated with your issue and the second is to define the specific problem which your group decides to address. By identifying the problems surrounding the issue, the proper definition can be determined, which influences the quality and appropriateness of your solutions.

In your group, brainstorm the problems related to your global issue. List your ideas below.

Now go back and review your list. What problems go together? Cross out any problems that are repeated. Add new ones that may come up as you review the list. As a group, decide which problem to solve.

BRAINSTORMING PROBLEMS (con't)

Problem Definition

One of the ways to clarify a problem is to phrase it as a question. Restating your problem as a question will make it clear and definite. This will also direct you to possible solutions. For example, if your issue is the disposal of waste products in your city, several questions could be formulated, such as:

- How can we educate our community about its waste disposal problem?
- In what ways could we reduce the amount of waste our community generates?
- How can we limit the amount of disposable products used in our community?
- What kind of recycling program could we create locally?

There could be many other questions as well. As you can see by restating your problem as a question, the focus becomes more clear and you may be better prepared to seek answers. These answers will later suggest solutions which will lead you to a specific group project. For now, however, the task is to take your issue and turn it into a question. On the space provided below, write your group's issue:

Working individually, take a couple of minutes to come up with two or three possible questions. You will want to include a strong action-oriented word in each of your questions such as any of the following:

educate
limit
decrease
reduce
inform
involve
enhance
promote
publicize

Write two or three questions that restate your issue on the following lines. Choose one of the action words above, or better yet, generate some of your own for each question you create. Circle the strong action word in each question:

1. ____

____

2. ____

____

3. ____

____

Next, share the questions with your group. Choose one which is most fitting and write it below:

Problem Question: ________________________________

____

Before beginning STEP 4 — Brainstorming Solutions, review the information you have gathered. Determine what new information you might need in order to solve this particular problem.

STEP 4—Brainstorming Solutions

List the solutions generated by your group discussion in the space below:

STEP 5—Evaluating Solutions

In this step, you decide which solutions might be most appropriate for solving the problem. To evaluate your solutions use the EVALUATION PROCESS FORM located on the next page. Decide on the top two solutions. Once you have used the EVALUATION GRID to determine your best solutions, discuss your results with the group to make sure that everyone agrees that this is the best solution.

Youth Summit Solution Evaluation Process

SOLUTIONS: Rank in order your top 2 solutions and list	**POSITIVE OUTCOMES +** List 3 positive outcomes for each solution	**NEGATIVE OUTCOMES -** List 3 negative outcomes for each solution	**POSSIBLE SHORT- & LONG-TERM CONSEQUENCES:** List the consequences that might result from the implementation of your solutions in a 1-, 5-, 10-, and 20-year time frame. Put a + or - by each consequence to signify whether it is positive or negative.			
SOLUTION #1:			**1 YEAR**	**5 YEARS**	**10 YEARS**	**20 YEARS**
SOLUTION #2:						

GROUP TOPIC:

GROUP MEMBERS:

SPECIFIC GROUP CHALLENGE:

Modifying Solutions

Once your group has determined the best solution to your issue, some modifications may be necessary. You may need to adjust your solution so that potential negative outcomes can be limited. To decide if you need to adjust your solution, answer the following questions:

1. What were some negative outcomes that could result from implementing your solution?

2. How could you avoid these negative possibilities?

3. Were there any possible negative short or long term consequences? If so, list these below.

4. Based upon the information to the above questions, how could you adjust your solution to minimize potential negative outcomes or consequences?

5. Write out your modified solution in the space provided below:

Congratulations! You should now have a well thought out solution to your group's selected problem.

STEP 6—Action Planning

You will now need to organize how to carry out your group's solution. Each of you will have individual tasks to complete. On the form below, write down your group action plan.

Youth Summit Group Action Plan Form

Group Topic:____________________________________

Group Members: (Please list first and last names.)

Describe the specific problem your group decided to solve:

List your best solution:

List the specific steps your group will take to carry out the solution, beginning with what you will do **first, second, third,** and so on. Also list the name of the group member who will be responsible for doing each step:

Create a timeline stating dates of completion for the steps listed above:

Describe the end result of your efforts. What exactly will you have accomplished?

Individual Commitment

On the following form, state the responsibilities you took on as part of your personal contribution toward solving a global problem.

Youth Summit Statement of Individual Commitment to Work on an Area of Global Concern

Name: ______________________________

Area of Global Concern:

List the commitments you made to your group at the Summit:

Please describe below any additional commitments you would like to make and pursue independently:

Signature: ______________________________ Date: ______

Thank you for your efforts to make the world a better place!

STEP 7—Presenting Group Solutions

Now that your group has determined a solution and an action plan, the next step in the Youth Summit process is to develop a presentation to inform others of your efforts. Your group should create a 5- to 15-minute presentation. To help organize your ideas, follow the steps below:

Step 1: Determine how you will inform the audience about your group's specific problem. What will you say or do to begin your presentation and how will you explain the issue?

Step 2: Outline below how you plan to describe your solution and action plan to the audience. Select at least two of the strategies listed below to include in your presentation.

Presentation Strategies:

charts, graphs, tables
posters
illustrations, photographs
cartoons
poems, songs, raps
skits, plays, simulations
data sheets
booklets, pamphlets, handouts
overhead transparencies
slides, video, music
audience participation

Outline of your solution and the action plan portion of your presentation:

Step 3: If appropriate, how can your group engage the support of the audience in implementing your solution? List ways that your group could involve community members, business and industry, local schools, parents, and organizations who might give support. Prepare to share this as part of your presentation.

Summit Notes

Use this space to record information presented by the other groups. Be ready to write down what you can do to help solve the various problems presented.

Glossary

deficit: a shortage.

disparity: lack of equality: "The continuing economic disparity between the 'haves and have nots' is a growing concern in world capitals."

export: sending products out of one country for sale and use in another.

FAO: Food and Agricultural Organization.

GGP: (gross global product) the total monetary value of all the goods and services produced on a global level during a certain period of time.

global village: the entire world described as a village, a condition arising from instantaneous world-wide electronic communication. The term was coined by Marshall McLuhan (Canadian writer and communications specialist).

GNP: (gross national product) the total monetary value of all the goods and services produced in a nation during a certain period of time.

import: to bring products in from another country for sale or use: "The United States imports coffee from Brazil."

inequality: lack of equality; being unequal in amount, size, or value.

inequity: a lack of equity; or, unfairness and injustice.

inflation: a sharp and sudden rise in prices resulting from increased amounts of paper money or bank credit.

industrialization: development of large industries as an important feature in a country or economic system.

industrialized countries: countries like Canada, the United States, and the European Community, that have improved their economic system through industrialization.

LDC's: used to refer to less developed countries such as Bangladesh or Ethiopia.

landless poor: without land; owning no land.

malnutrition: a poorly nourished condition. "People suffer from malnutrition due to a lack of food."

MDB: Multilateral Development Bank.

per capita: for each person: "The majority of countries in Africa have under $400 GNP per capita."

poverty: the condition of being poor, illiterate, homeless, and malnourished.

poverty line: a minimum income, the standard of adequate living conditions and food, below which a person or family is classified as living in poverty.

subsidy: a grant or contribution of money, especially one made by a government in support of an undertaking or the upkeep of a thing, such as education.

social services: services intended to improve social conditions in a community. Services might include education or health-care programs.

Third World countries: the underdeveloped countries in Africa, Asia, and Latin America.

UNICEF: United Nations Children's Fund designed to provide food and medical supplies to children and mothers through member nations.

vitamin A: a vitamin found in milk, butter, liver, and green and yellow vegetables. A deficiency in vitamin A can cause blindness.

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About the Authors:

Micki McKisson has an extensive background in education. She has been an educational consultant for many years, a workshop facilitator and adjunct professor for Seattle Pacific University.

Micki has experience in coordinating and teaching a variety of educational programs involving U.S. and Brazilian students in Rio de Janeiro; working with youth at risk during five years of summer programs; and, for six years, teaching in the Gifted Education Program in Issaquah school district.

Currently, Micki works with Greenpeace International as North American Project Coordinator for the East/West Educational Project. She is also responsible for field-testing the Greenpeace curriculum in North America, Europe, and the Soviet Union.

Micki has a BA in Psychology and an MA in Systems Design—Education. Her previous book is titled *Chrysalis: Nurturing Creative and Independent Thought in Children.*

* * *

Linda MacRae-Campbell has a long and impressive track record in the field of education. For fifteen years, Linda taught grades K-12, and during that time was a three-time winner of the Teacher of the Year Award.

Her experience in education ranges from classroom teaching to such accomplishments as directing gifted, special ed., and arts programs for children; consulting for a variety of educational institutions; training teachers world wide and directing an international educational network in Seattle called New Horizons for Learning.

Linda is a nationally recognized expert in innovative educational research; she has given over one hundred presentations in the last three years.

Presently, she spends time, in addition to persuing a doctorate in education, as coordinator of a new model of teacher certification for Antioch University in Seattle, Washington.

* * *

Together, Micki and Linda have developed and conducted the world's first Youth Summit in Moscow, where 200 Soviet and American youths worked together writing the Youth Declaration for the Future. They have also collaborated on teacher education programs for educators in Guatemala.

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